R E P O R T R E S U M E S

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HUMAN RELATIONS TRAINING LABORATORY FOR SCHOOL ADMINISTRATORS, SESSION I (WASHINGTON, PENNSYLVANIA, AUGUST 21-25, 1967). PRELIMINARY REPORT.

BY- MCELVANEY, CHARLES T. AND OTHERS
ALLEGHENY COUNTY SCHOOLS, PITTSBURGH, PA.

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TWENTY-NINE ADMINISTRATORS REPRESENTING NINE ALLEGHENY COUNTY SCHOOL DISTRICTS AND THE COUNTY SCHOOLS OFFICE PARTICIPATED AUGUST 21-25, 1967, IN THE FIRST OF FOUR SCHEDULED FOUR-DAY SESSIONS TO INCREASE PERSONAL AWARENESS, PRIMARILY THROUGH T-GROUP MEETINGS, AIDED BY THREE-PERSON GROUP SESSIONS, LECTURETTES, EXERCISES, AND DEMONSTRATIONS. THE SUBJECTIVE REACTIONS OF THREE SUBGROUPS WERE MEASURED AND COMPARED BY MEANS OF WRITTEN RESPONSES TO A SERIES OF QUESTIONS RELATED TO THE LABORATORY EXPERIENCE. EVIDENCE INDICATED THAT THE STUDY'S GENERAL GOALS OF IMPROVED FACILITY FOR INTERACTION AND MORE OBJECTIVE SELF-PERCEPTION WERE ACHIEVED. APPENDICES INCLUDE RATING CHARTS FOR EIGHT MEETINGS BY THREE T-GROUPS, THE POST-SESSION EVALUATION QUESTIONNAIRE, AND DESCRIPTIVE COMMENTS ABOUT THE SESSION BY THE PARTICIPANTS. (JK)

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ALLEGHENY COUNTY SCHOOLS
345 County Office Building
Pittsburgh, Pennsylvania 15219

Dr. Charles A. Bair, Superintendent

Preliminary Report of

Session I

Human Relations Training Laboratory

for School Administrators

August 21-25, 1967

An Elementary and Secondary Education Act

Title III Project (#OEG-0-8-073465-1754)

EA 001 183

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Session I

Human Relations Training Laboratory for School Administrators Aug.21-25, 1967

An Elementary and Secondary Education Act
Title III Project (#OEG-0-8-073465-1754)

Dr. Charles T. McElvaney
Project Director

Dr. Joseph Brozgal
Laboratory Counselor
Mr. Norman R. Miller
Laboratory Counselor

Dr. Goodwin Watson, Consultant

HUMAN RELATIONS TRAINING LABORATORY FOR SCHOOL ADMINISTRATORS

Laboratory Session I, August 21 - 25, 1967*

The following is a summary report of the first four-day session of the Human Relations Training Laboratory for School Administrators in Allegheny County. This report emphasizes the evaluation of the session by the participants. This was the first of four sessions which will total fourteen days of laboratory training. Other sessions are scheduled for November, 1967, and for March and June, 1968. Summary reports will be made of subsequent sessions and a final report of the total laboratory.

The first session was held at the Holiday Inn outside Washington, Pennsylvania. Teams of administrators from nine school districts and the Allegheny County Schools Office totaling twenty-nine administrators participated in the first session (out of a total of thirty-two originally scheduled). (See Appendix A for list of participants).

The staff for this session consisted of Mr. Norman Miller, Dr. Joseph Brozgal, and Dr. Charles McElvaney, psychologists from the Allegheny County Schools Office, and Dr. Goodwin Watson, consultant from Newark State College.

The session started at 5 p.m., August 21, and ended about 4:30 p.m. on Friday, August 25 (See Appendix B for the four-day schedule). Activities and meetings for most days were scheduled from about 9 a.m. until 4 or 5 p.m. and again from 7 p.m. to 10 p.m. Wednesday evening was free, while the meeting on Thursday evening lasted from about 6:30 p.m. to after midnight.

* ESEA Project Title III #OEG-0-8-073465-1754

The core of the first lab session was the T-Groups. Out of 36 hours of training, T-Groups accounted for about 26 hours. The other activities consisted of three-person groups, lecturettes, exercises, and demonstrations.

The T-Groups were unstructured groups of nine or ten administrators which met for one and one-half or more hours mornings, afternoons and most evenings during the session. Each participant was assigned to one of three T-Groups with which he remained during the entire session. The other laboratory activities provided the participants with some skills and information which assisted them in understanding and in working effectively in the T-Group.

PURPOSE

One of the ofjectives of the laboratory program listed in the grant application was -

> "Increase <u>personal</u> <u>awareness</u>, which is seeing oneself as others see you, learning the impact you have on others and they have on you; understanding ones own biases, values, motivations, and typical patterns of behavior and understanding the same things in other people; having a clear understanding of the gap between one's own intentions and actions and between those of other people; in short, it is perceiving yourself as you are perceived by others."

Although this will continue to be one of the objectives, subsequent sessions of the lab will also have other objectives.

The emphasis in the first session was directed toward accomplishing this particular objective. In planning it was anticipated that through the use of T-Group meetings, a norm would be established for participants to explore their feelings and to analyze the interactions between themselves and others in

the T-Groups, which would facilitate learning in subsequent sessions. Partial evidence for how well this general objective was accomplished is indicated in the reactions of the participants to the session and particularly to their reactions to the T-Group meetings.

EVALUATIONS BY PARTICIPANTS

Written reactions were obtained at the end of most T-Group sessions and participants completed a questionnaire evaluating the entire four-day session. This was completed on the last afternoon of the session.

T-Group Ratings

At the end of most T-Group sessions, each participant rated that session on twelve questions. Each question was rated along a descriptive scale from one to nine where one was the lowest and nine the highest rating (See Appendix C).

These questions were designed to determine what the individual member thought of the group, his place in the group, how well the group worked, and whether it was moving toward some goal. By averaging participants' responses to each question, a picture of how the group saw itself and its progress emerged. The responses to these questions were posted on wall charts on the third day of the session. The progress of the three T-Groups can be seen in these charts.

The range of responses for each question to the particular T-Group meeting is represented by an "x" for Group I, a "\" for Group II, and a " • " for Group III. These indicate the high and low ratings for each T-Group session. The lines indicate the average or mean response of the group. For example, for the first

session charted, Group I had an average of 5 and a range from 4 to to 7. Group II's average was 7 with a range from 5 to 9 and Group III's average was 5.5 with a range of 4 to 8.

It should be kept in mind in interpreting these statistics that they represent the feelings and thoughts of the participants to that particular meeting. As such, they are subjective and often hold meaning for the members of the group which may not be apparent to a person who had not participated in the meeting.

In examining the charts, it will be noted that the ratings for Groups II and III appear to gradually increase from the first to the eighth session even though there is some variability between sessions for both groups. Group I presented a more erratic course and did not generally show a continuing rise.

End of Session Evaluation

At the end of the four-day session, participants were requested to complete a questionnaire (Appendix D) indicating their reactions to the total four-day experience. Some questions required written responses and others were ratings on a seven point scale. In Appendix F are the verbatim responses of the twenty-nine participants to questions one, two, and four on the questionnaire. These were responses to the most crucial questions. Ratings of questions three, five, six, and seven of the End of Session Questionnaire are indicated in Appendix E. The questions will be discussed individually.

Question 1: "Please describe how this lab session affected you."

Many participants seemed to have had difficulty in describing how the session affected them, probably because they had not not yet had time to assimilate the effects of their experiences

and to actually know how they were affected. Some participants implied that some of the experiences were frustrating or even "disturbing." However, the great majority of the participants indicated that they became generally less inhibited, were able to recognize and express their feelings more freely and were able to look at themselves in a way that had not previously been possible. Generally, participants felt that they became more aware of their own feelings as well as the feelings of other people. The four-day session was seen by most participants as a helpful and rewarding experience. It would seem that just on the basis of the participants' reactions to this one question that the general objective quoted earlier was largely achieved.

Question 2: "Will you please describe changes in the behavior of the group during the course of this session."

There was general consensus judging by the participants' responses, that they felt there was movement from being confused, hostile, and uncertain to being open, warm, and helpful. Individuals became freer, less defensive, more open, and became more interested in and able to listen to and help one another. Participants' reactions ran the gamut of feelings. As one participant put it, "The group moved from curiosity to frustration, to inhibition, to concern, to relief, to satisfaction in problem solving." Another participant said "hostility dissolved into empathy."

There was general agreement that it took some time for the groups to become open, cohesive, and helpful. It is probable that if the T-Groups had been discontinued before the third day that a number of participants would have had a negative reaction to the session. It took two or three days for the T-Groups to "get off the ground" to the point where participants became

sufficiently free to express their feelings openly and to explore relationships in the group in some depth.

Question 4: "After you get back home, how do you think you might use what you have learned at this session?"

Undoubtedly, this was a very difficult question for most participants to answer. Most seemed to feel that they had had a significant reaction to their experiences but were not yet clear in their own minds how this would affect their behavior or feelings in the future and, particularly, how they might use what they had learned back on the job. However, generally, they indicated that their experiences in the four-day session would help them in terms that had already been expressed--awareness of feelings, openness, being supportive, more willingness to listen to the other person, etc. However, it would be unrealistic to expect major "on the job" changes as a result of such a brief experience. Hopefully though, a basis has been established so that participants can benefit maximally from subsequent sessions.

The ratings of questions three, five, six, and seven are summarized in the chart in Appendix E. Each of these four questions was rated on a seven point scale with one representing the least desirable to seven, the most desirable. Under each of the scale numbers in this chart are numbers which indicate the actual number of participants who rated a question at that particular point. For example, on question three, under five on the scale will be found t he number twelve. This means that twelve people out of the twenty-eight rated the question at that point. To the left of each question, the mean average is indicated. For example, the group average response to question three was 4.7 on the seven point scale.

Question 3: "How much have you changed as a result of attending this session?"

Question 6: "How much do you think your experience in this session will affect the way in which you deal with other people?"

Questions three and six are very similar and are probably measuring much the same thing. The average response for question three was 4.7 and was 5.1 for question six, indicating that there was generally close agreement in the ratings of these questions. Over seventy-five percent of the participants rated question six at either the five, six, or seven point level. These results indicate that the participants at the end of the four-day session generally felt that the effect of the four days would influence their behavior and their reactions to other people on the job.

Question Seven: "As a total experience, how do you evaluate this session?"

Over seventy-five percent of the participants responding to this question rated this question at the six or seven point level. Judging by the responses to this question, the large majority of the participants felt that the first four-day session was a highly worthwhile experience.

Question Five

Question five requested the participants to rate various activities of the session which included T-Groups, Theory Sessions, Exercises, Contact with Others, and a miscellaneous category. Responses to these various activities gives an indication of how the participants reacted to the various aspects of the session.

It is interesting that the participants rated the T-Group sessions higher than any of the other activities. The mean rating was 5.8 with over seventy-five percent of the participants rating

this at either the six or seven point level of the scale. However, judging by other evaluations, participants did not react as favorably to the T-Groups earlier in the session. It was necessary for T-Groups to meet for a critical period of time before the T-Groups became effective, so that the participants felt that they were helpful and worthwhile.

Theory sessions were at an average rating of 5.2; Exercises, 4.9; and Contact with Others, 5.5.

The miscellaneous category of question five gave an opportunity for the participants to write in any other aspect of the lab which they wished to rate. There were eight other factors that were rated by one or more participants. Seven of the participants rated the cross T-Group trios which were formed so that participants could discuss what was occurring in their particular T-Groups with members of the other two T-Groups. These meetings were usually scheduled at breakfast time with a member from each T-Group meeting in trios together for breakfast to exchange information and ideas. There seemed to be a rather clear-cut dichotomy in the reactions of the participants who rated this particular activity. Two rated it at the highest point on the scale, four rated it at either a two or a three, the low end of the scale, and one rated it a five. Informal comments by some of the other participants suggested that this activity was one of the least valuable activities of the session. The reasons for this were not entirely clear but possibly the timing of the trios was an important factor.

Two participants mentioned the written evaluations of each other and both rated this at the upper end of the scale at

a six point level. One person rated living in the motel a seven. One rated the consultant, Dr. Watson, at a seven, and one rated the lab in general with a four. One person rated the organization of the lab a six. One rated keeping members busy with job at hand at a six. One rated the films that were shown with a one. Also informal reactions of participants suggested that the films were not too appropriate for this particular session.

SUMMARY

The reactions of the participants to the first four-day session of the laboratory for administrators seems to clearly indicate that they felt that this was a worthwhile experience and that their time was well spent. Generally, participants felt that they were able to express themselves in a way which had not generally been possible previously and that as a result they gained a better understanding of themselves and a better understanding of their feelings and reactions of other people. Participants felt that as a result of these experiences that their perceptions had changed to the point where they felt that this would affect their own behavior and their relations to other people back on the job. Evidence thus far, in the form of participants' reactions, suggests that in large measure, general objectives of the first session were achieved.

APPENDIX A

Participants in

Fourteen-Day Laboratory

ALLEGHENY COUNTY SCHOOLS
345 County Office Building
Pittsburgh, Pennsylvania 15219

Participants in Fourteen-Day Laboratory

Allegheny County Schools Office

A. N. Addleman, Assistant Superintendent
Edith Adler, Clinical Psychologist
Saul Danovitz, Technical Education Administrator
Walter A. Fabian, Jr., Supervisor of Special Education
Elizabeth Scheide, Clinical Psychologist

Allegheny Valley

Richard Kapp, Assistant Principal
John McCloskey, Supervising Principal
Donald McGhee, Elementary Supervisor

Bellevue

Leslie H. Marietta, Superintendent
Harry Williams, Secondary Principal
Hubert Winner, Elementary Supervisor

Bethel Park

James Emler, Junior High School Principal
Thomas Gray, Director of Pupil Services
Thomas Moses, Elementary Principal
Vance L. Sanford, Elementary Principal

Edgewood

John A. Dunlap, Jr., Elementary Principal
Earl F. Hartlaub, Supervising Principal

Etna

Norman Adams, Superintendent

Oakmont

C. Meade Beers, Superintendent
Charles Gorman, Elementary Principal
George McLaughlin, Junior-Senior High School Principal

Plum

John Cummings, Senior High School Principal
Theodore Peshkopia, Elementary Principal

South Park

Charles Ehmer, Elementary Supervisor
Anthony J. Girol, Junior-Senior High School Principal

Upper St. Clair

George Betcher, Assistant Supervising Principal
Carl Lindstrom, Elementary Principal
Niles Norman, Supervising Principal
John Wasson, Vice-Principal

APPENDIX B

Session One

Laboratory Schedule (August 21-25)

HUMAN RELATIONS TRAINING LABORATORY
FOR SCHOOL ADMINISTRATORS

Allegheny County Schools

Session One Laboratory Schedule (August 21-25)

Monday, August 21, 1967

5:00 - 6:00	Social Hour (register at hotel beforehand)
6:00 - 7:00	Dinner
7:00 - 7:30	Orientation 1. Introduce Dr. Bair 2. Introductions (CTM) 3. Purpose of Lab Training (Watson) 4. This Lab: (A) 4-session plan (B) First session; (T-Group, consultation, theory sessions, instruments, written observations if want) (CTM) 5. Physical Facilities (CTM)
7:30 - 8:10	Warm-up - Three fish bowls A) 15" B) 5" - Observations - aware of what members feel and not brought out
8:10 - 9:15	T-Group (Chair for Watson) (#1)
9:15 - 9:45	Film: Anatomy of a Group
9:45 - 9:55	Outside consultant's observations (Conditions for laboratory learning--leveling, openness, participant-observer, etc.) (Watson)
9:55 - 10:00	Instructions on Trios

Tuesday, August 22, 1967

Morning

8:45 - 9:05	Trios (Cross T-Group)
9:05 - 10:45	T-Groups (#2)
10:45 - 11:05	Evaluation
11:15 - 11:45	Film: Individual Motivation and Behavior
11:45 - 12:00	Consultant's observations (Watson)

Afternoon

1:00 - 1:30	Lecturette: The use and development of feedback (CTM)
1:30 - 1:40	Write the kind of feedback each person would like to receive about himself and discuss (General group)
1:40 - 2:00	Consultation Groups - Dyads
2:00 - 3:30	T-Groups (#3)
3:30 - 3:45	Evaluation
3:45 - 5:00	Free
5:00 - 6:00	Social Hour
6:00 - 7:00	Dinner

Evening

7:00 - 7:30	Lecturette: What to observe in groups (Watson)
7:30 - 8:50	T-Groups (same groups as Monday night) - cluster - $\frac{1}{2}$ T-Group observe other $\frac{1}{2}$ - on (1) openness, (2) feedback, (3) maintenance. Let observers decide who observes what. (30" observe; 10" report) Reverse
8:50 - 9:45	T-Group (#4)
9:45 - 10:00	Evaluation

Wednesday, August 23, 1967

Morning

8:45 - 9:05	Trios (Cross T-Group)
9:05 - 9:30	Lecturette: Defenses versus the Need to Grow (Watson)
9:30 - 10:15	Split T-Group (Two halves meet separately)
10:15 - 10:45	T-Group (#5)
10:45 - 11:00	Evaluation (T-Group)
11:00 - 11:30	Lecturette: Jo-Hari Window Everyone write on 3x5 card something they know about selves but is not known by group. Read some of comments to group.
11:30 - 12:00	Free
12:00 - 1:00	Lunch

Afternoon

1:00 - 2:15	T-Group (#6)
2:15 - 2:30	Exercise - Fantasy Drawing
2:30 - 3:45	Reactions to Drawings
3:45 - 4:00	Evaluation (T-Group and Day)
4:00 - 5:00	Free
5:00 - 6:00	Social Hour
6:00 - 7:00	Dinner

Evening

Free

Thursday, August 24, 1967

Morning

8:45 - 9:05	Trios (Cross T-Groups)
9:05 - 10:15	T-Group (#7)
10:15 - 10:30	Evaluation (T-Group)
10:30 - 10:45	Break
10:45 - 11:00	Lecturette: Dimensions of Personality (Watson)
11:00 - 12:00	Non-verbal rank ordering in T-groups on openness, confrontation, leveling, supportiveness, structure versus flexibility.
12:00 - 1:00	Lunch

Afternoon

1:00 - 2:45	T-Group (#8)
2:45 - 3:00	Evaluation (T-Group)
3:15 - 4:30	Exercise - Write narratives of each T-group member. Write one page on each person - A) How see other person, B) Tell how person might behave to be more effective.
5:30 - 6:30	Dinner

Evening

6:30 -----	Marathon T-Group (#9) (Each participant gets narratives written about him)

Friday, August 25, 1967

Morning

9:30 - 9:45	Trios (Cross T-Groups)
9:45 - 10:15	Evaluation (Trios, Marathon T-Group)
10:15 - 11:30	T-Group (#10)
11:30 - 12:00	Check out
12:00 - 1:00	Lunch

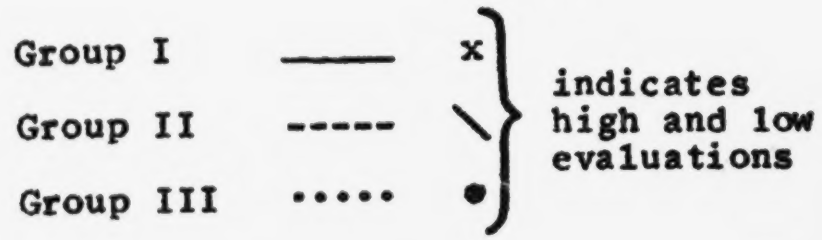
Afternoon

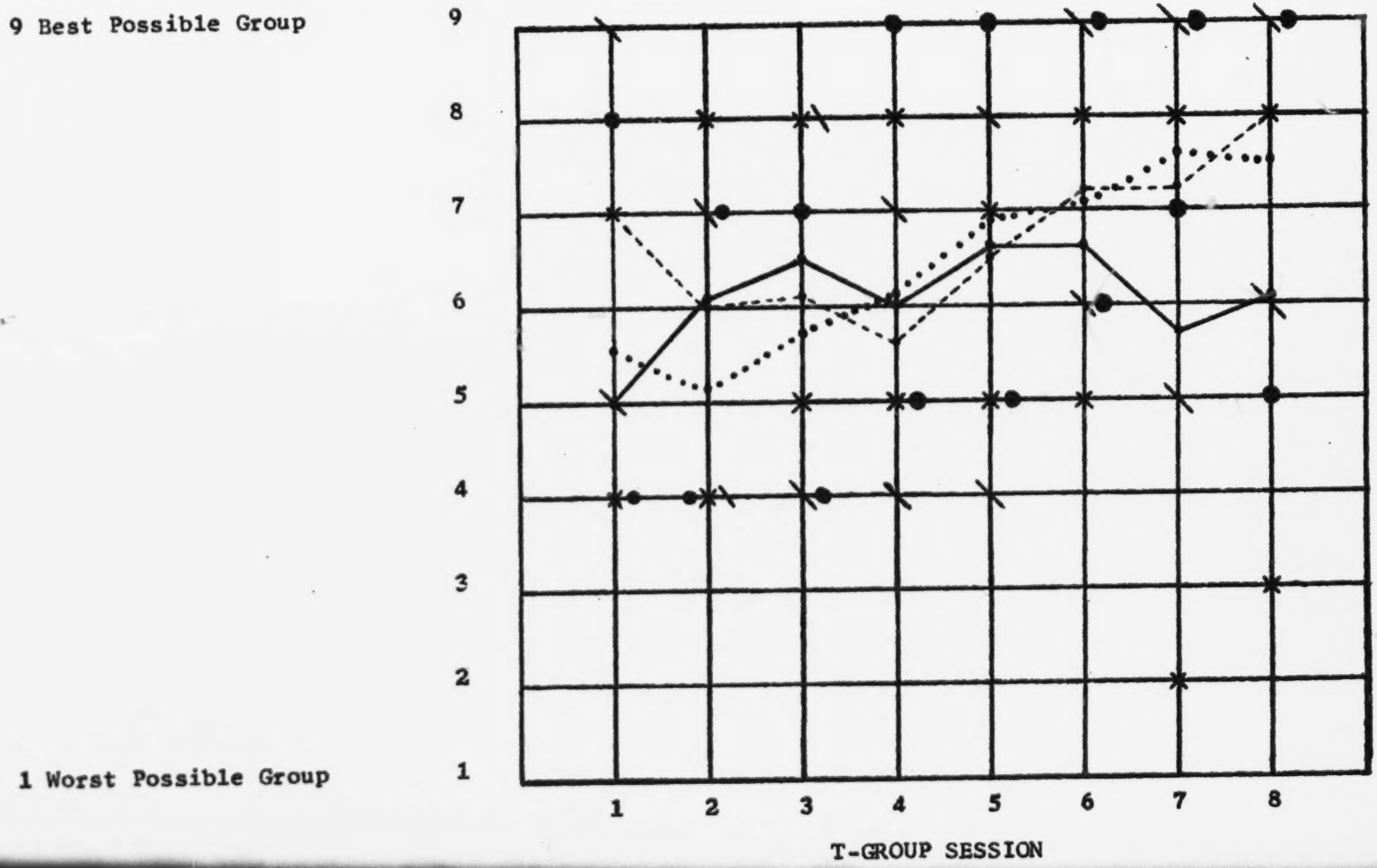
1:00 - 1:30	General Meeting 1. Homework - A) Keep record of group and organizational problems confronted within district. B) Keep record of how attempted to use what learned in first session and how it worked. 2. Comments on meeting with home teams.
1:30 - 2:30	Back-Home Groups (2 to 5) Meet with home teams and discuss application of lab learning to back-home problems.
2:30 - 3:00	Evaluation (Total Session)
3:00 - 4:00	T-Group (#11) (Discuss and role-play ways of talking to others about lab experience)
4:00 - 4:15	Closing

APPENDIX C

Ratings by Three T-Groups on Eight Meetings

1. HOW DO YOU FEEL ABOUT THE GROUPS



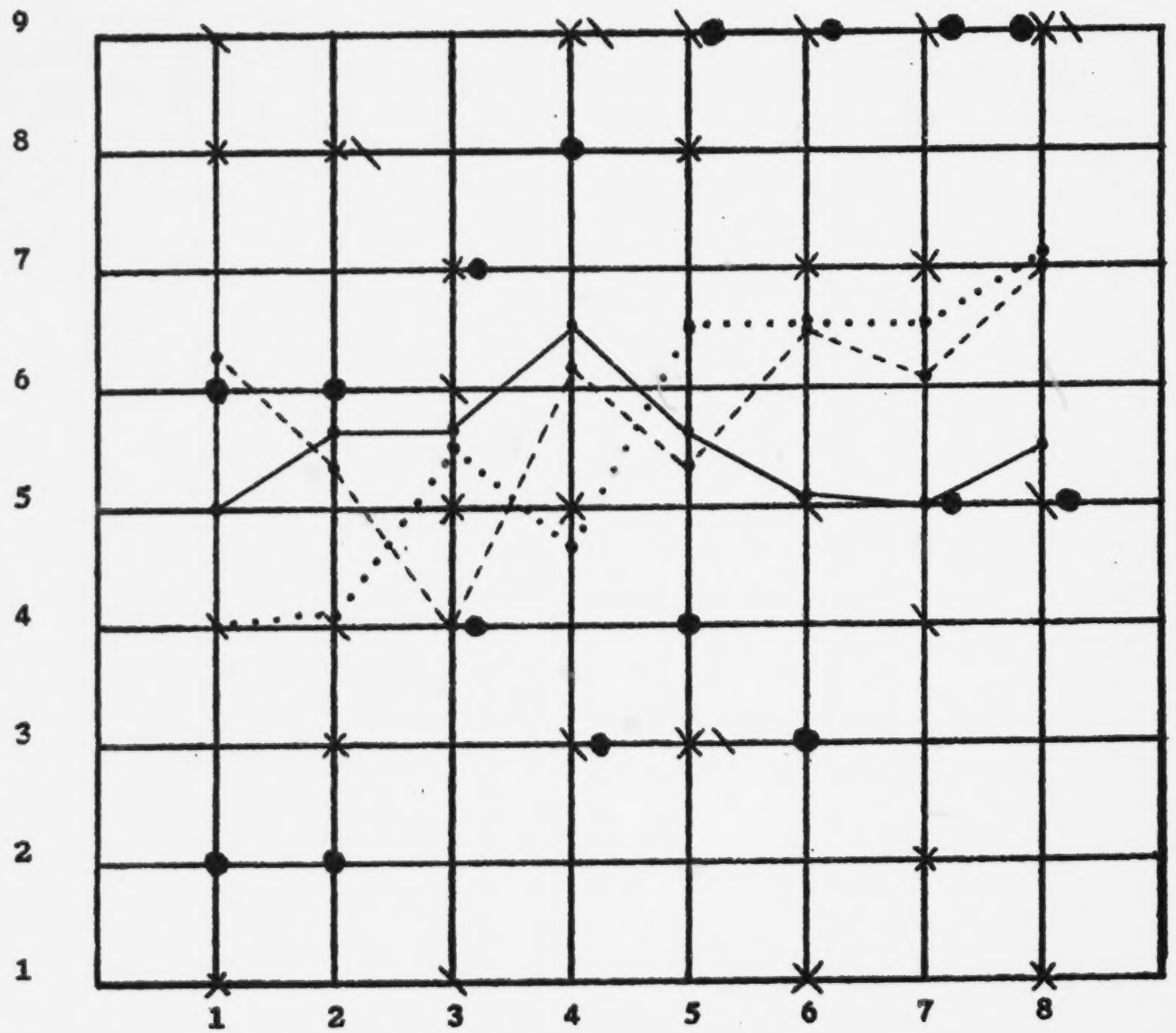


2. TO WHAT EXTENT WERE GROUP MEMBERS OUT TO WIN THEIR OWN POINTS DURING THE DISCUSSION

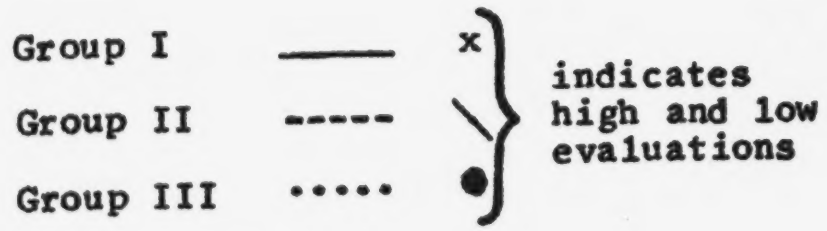
Group I ——— x
Group II ----- \
Group III ····· •
} indicates high and low evaluations

9 Completely Considering Merits of Issue

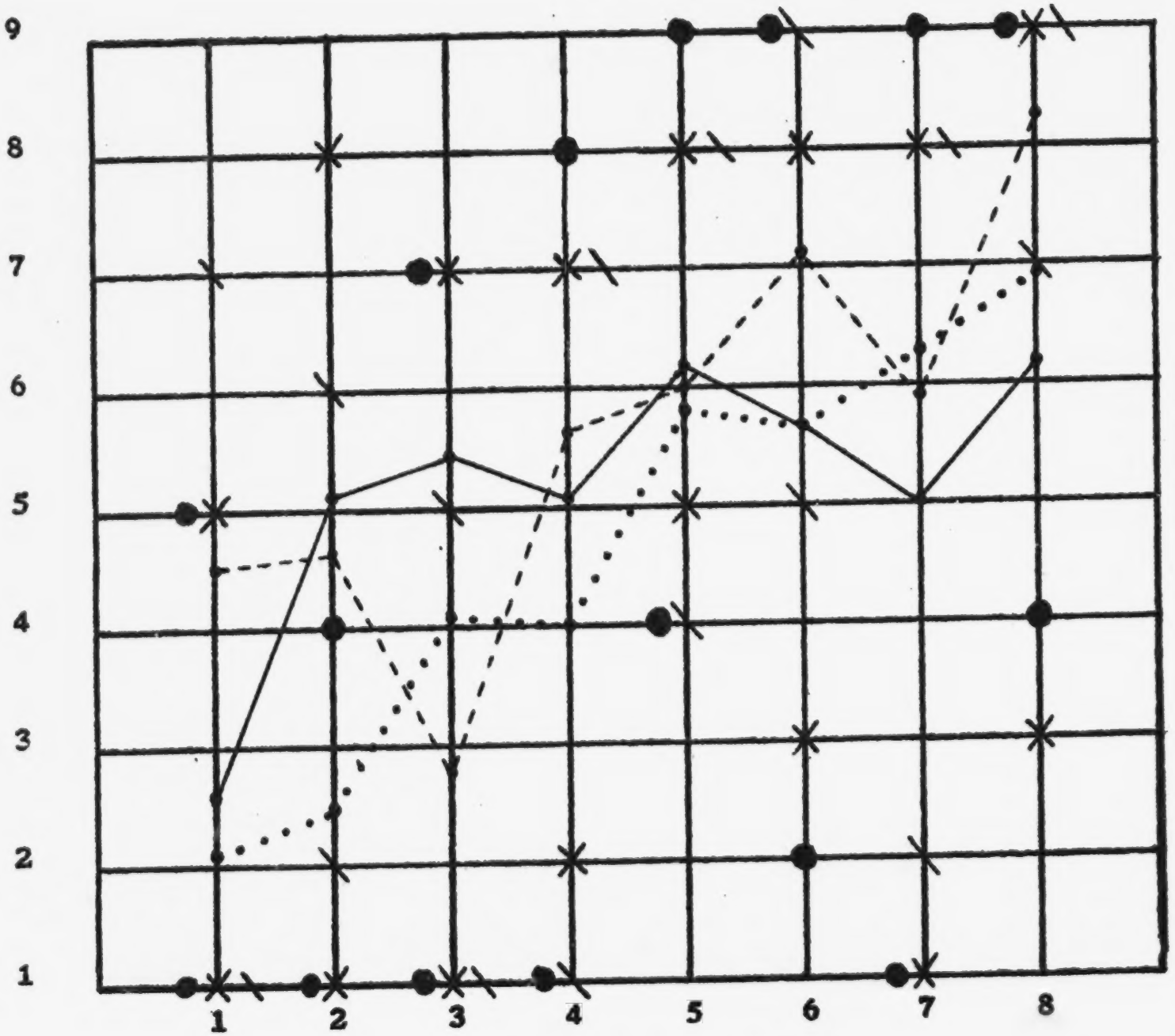
1 Completely Out to Win Own Point



3. HOW CLEAR ARE THE GROUP'S GOALS



9 Completely Clear

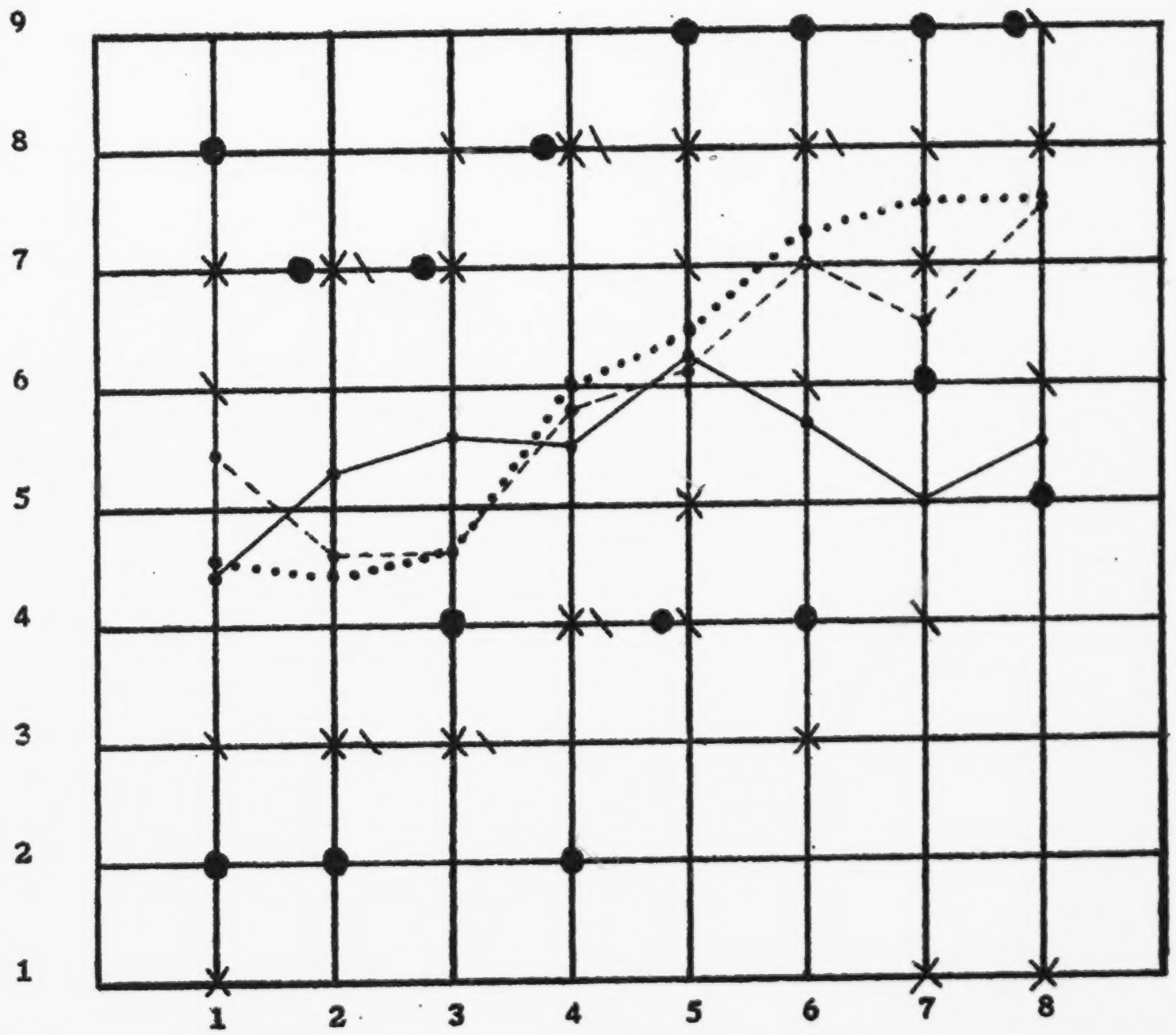


1 Completely Unclear

4. HOW OPEN WERE THE GROUP MEMBERS IN EXPRESSING THEIR REAL FEELINGS

Group I —— x
Group II ----- \ } indicates high and low evaluations
Group III ····· ●

9 Completely Open and Above Board

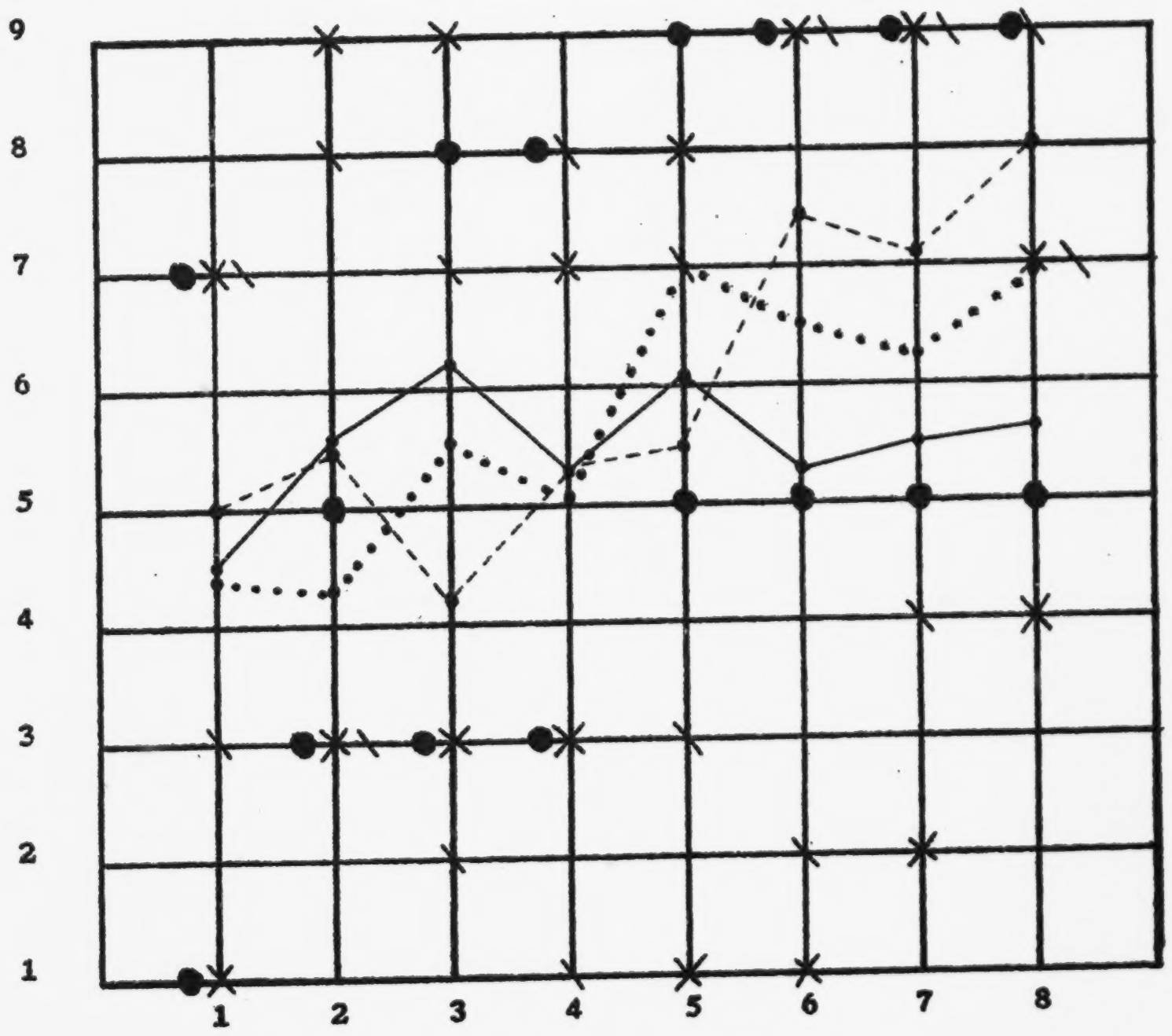


1 Completely Closed and Hidden

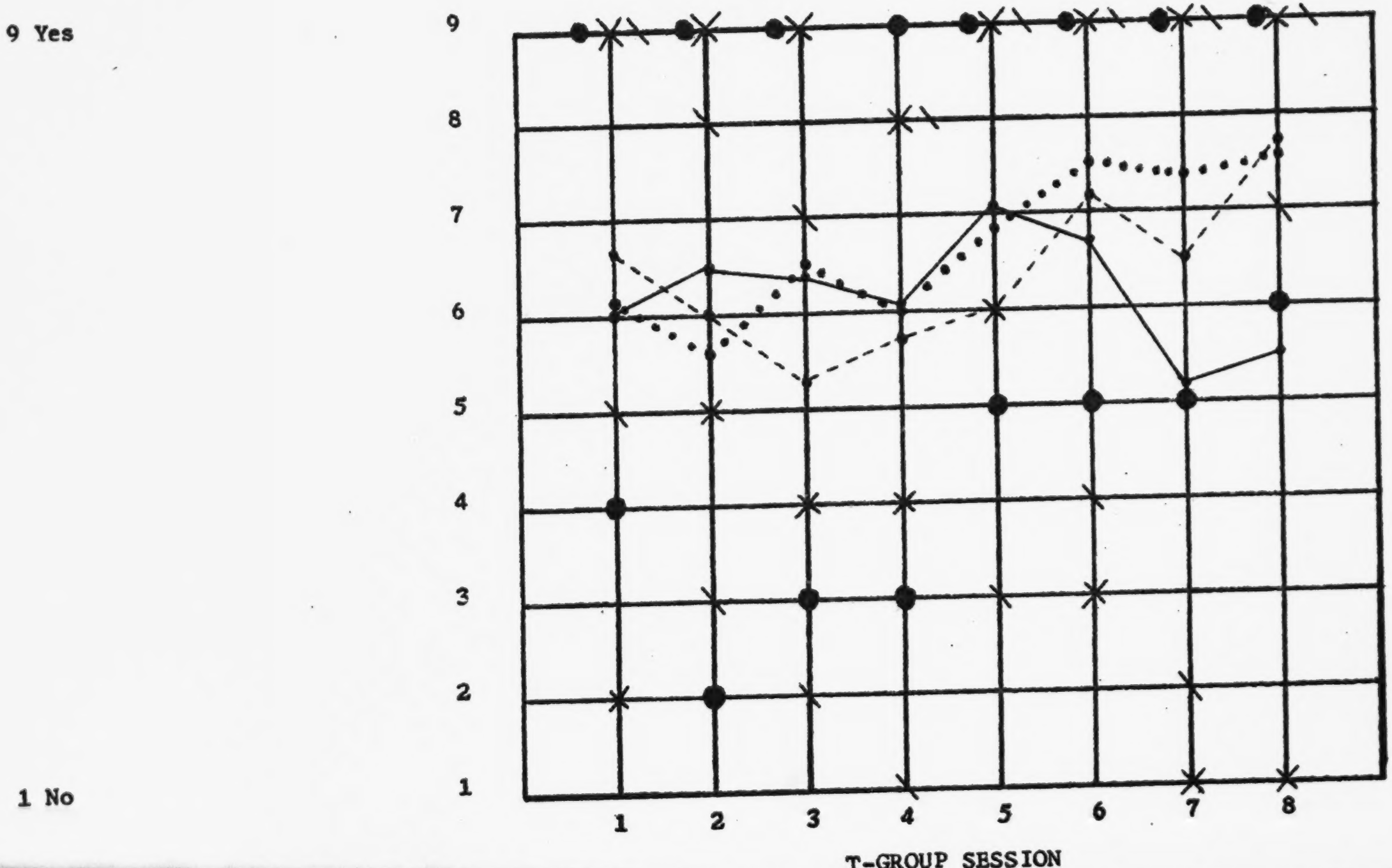
5. WHERE DID THE CENTRAL AGENDA OF THIS GROUP COME FROM

9 Completely Here and Now - Own Group Problem

1 Completely There and Then - Outside Problem



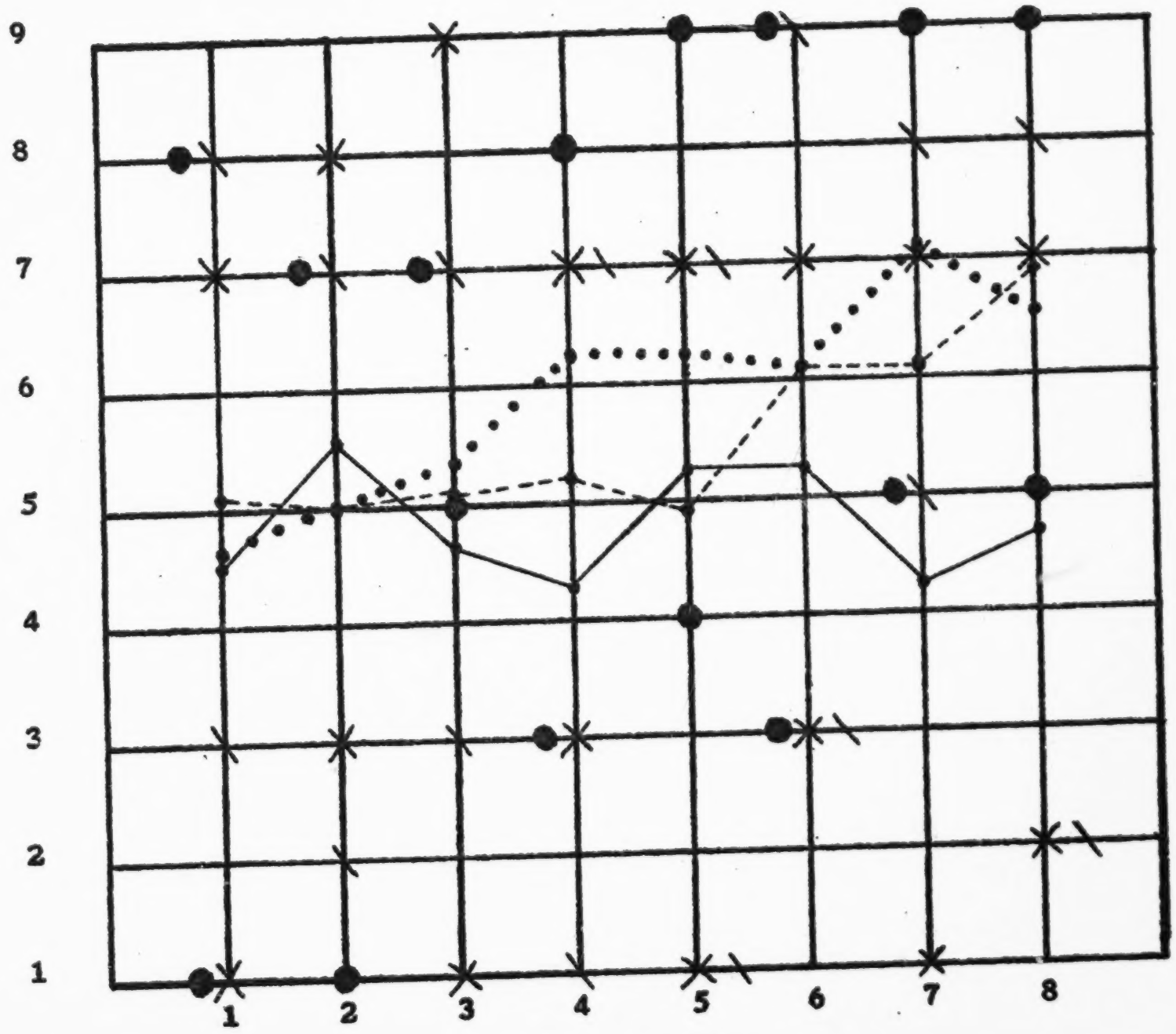
6. WERE YOU PART OF THE GROUP



7. TO WHAT EXTENT WAS THE GROUP CONCERNED WITH CONTENT AND TO WHAT EXTENT WAS THE GROUP CONCERNED WITH PROCESS

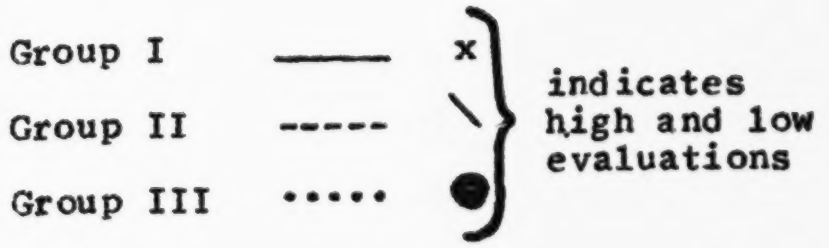
Group I ——— x
Group II ----- \
Group III ..... ●
} indicates high and low evaluations

9 Completely Process Oriented

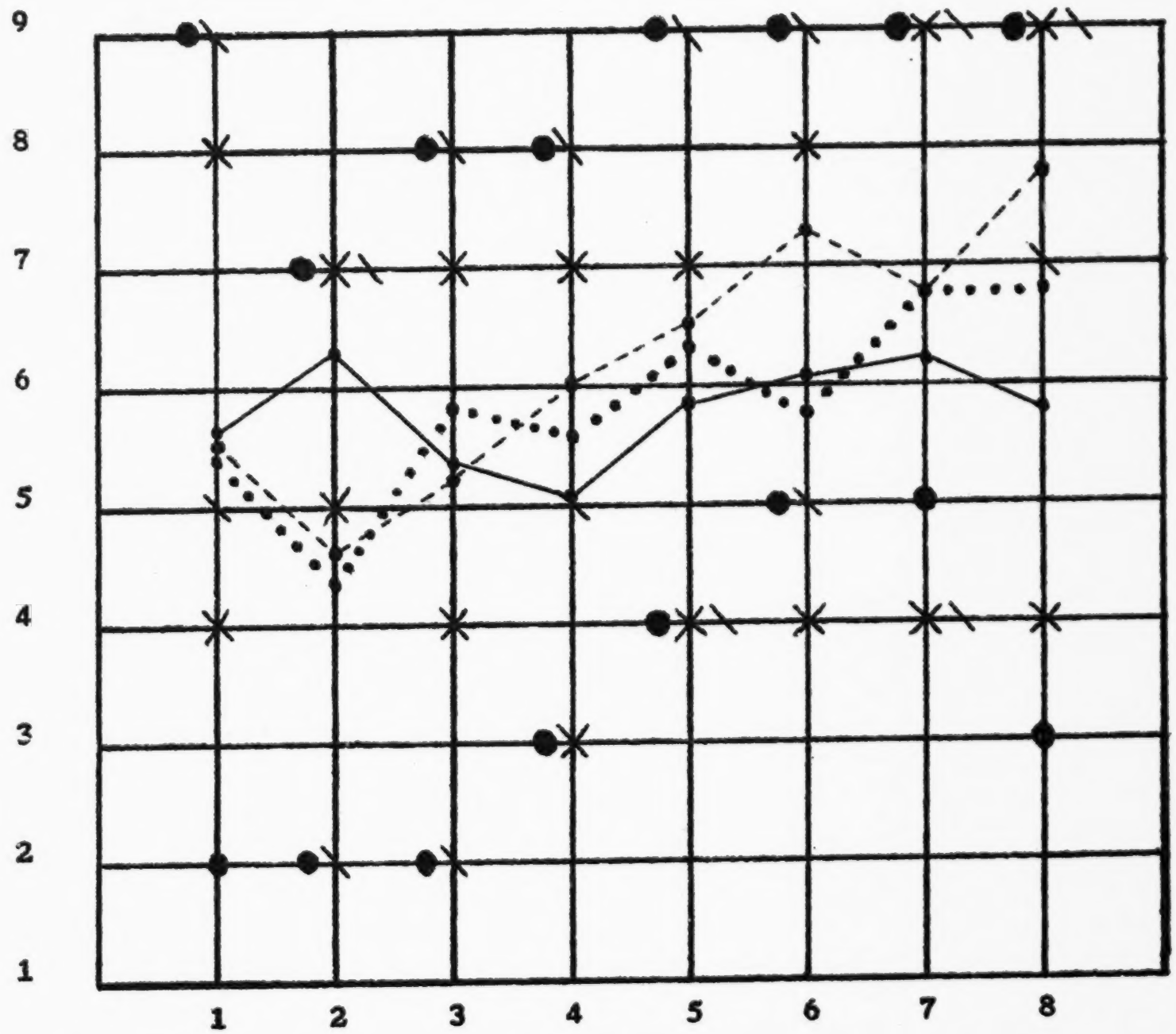


1 Completely Content Oriented

8. HOW DID THE GROUP WORK AT ITS TASK

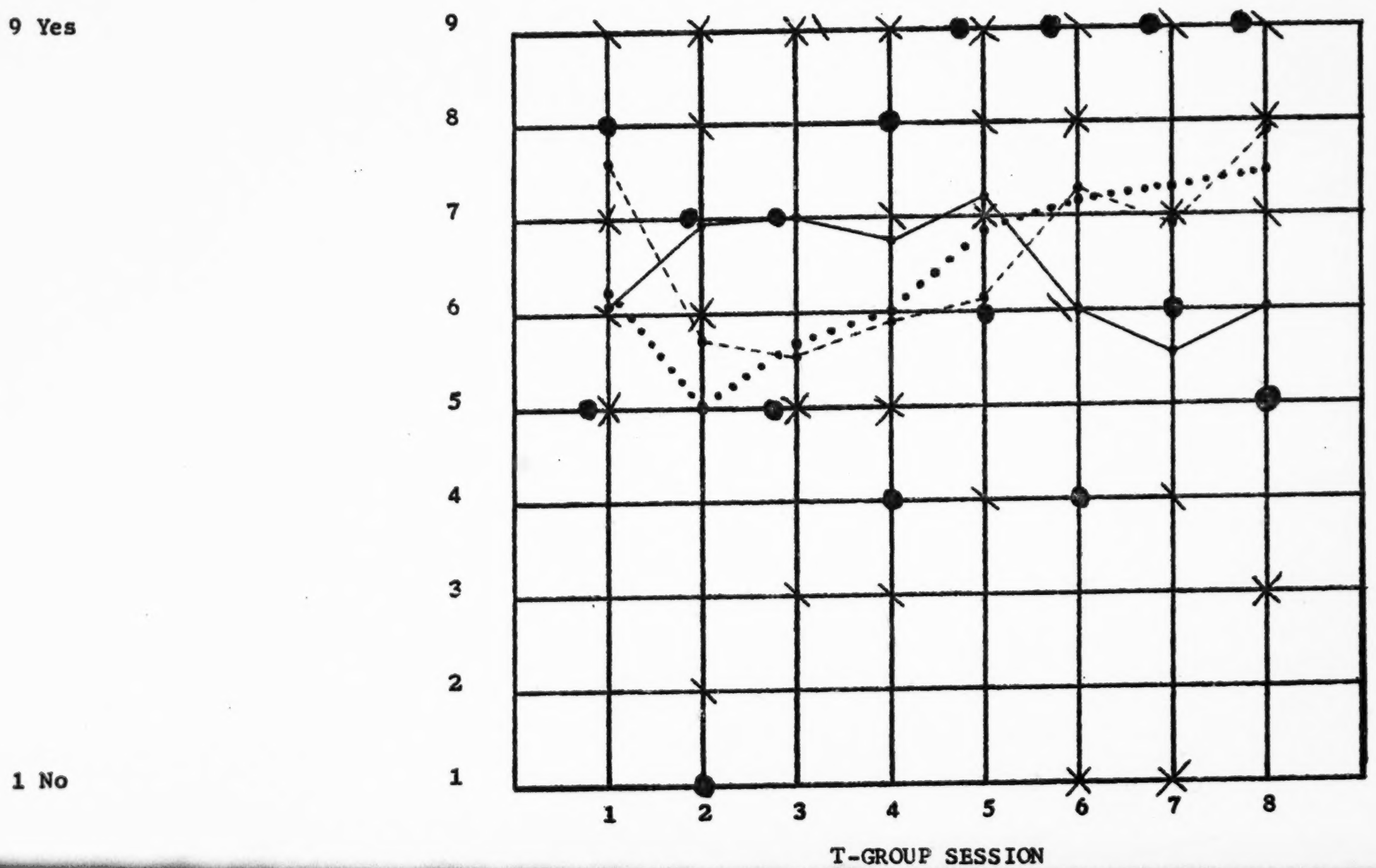


9 Lean and Hungry
Completely Digging

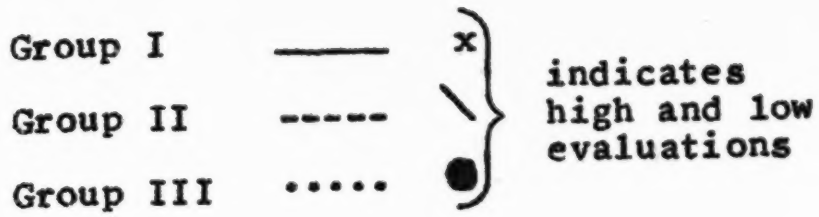


1 Fat and Happy
Completely Coasting

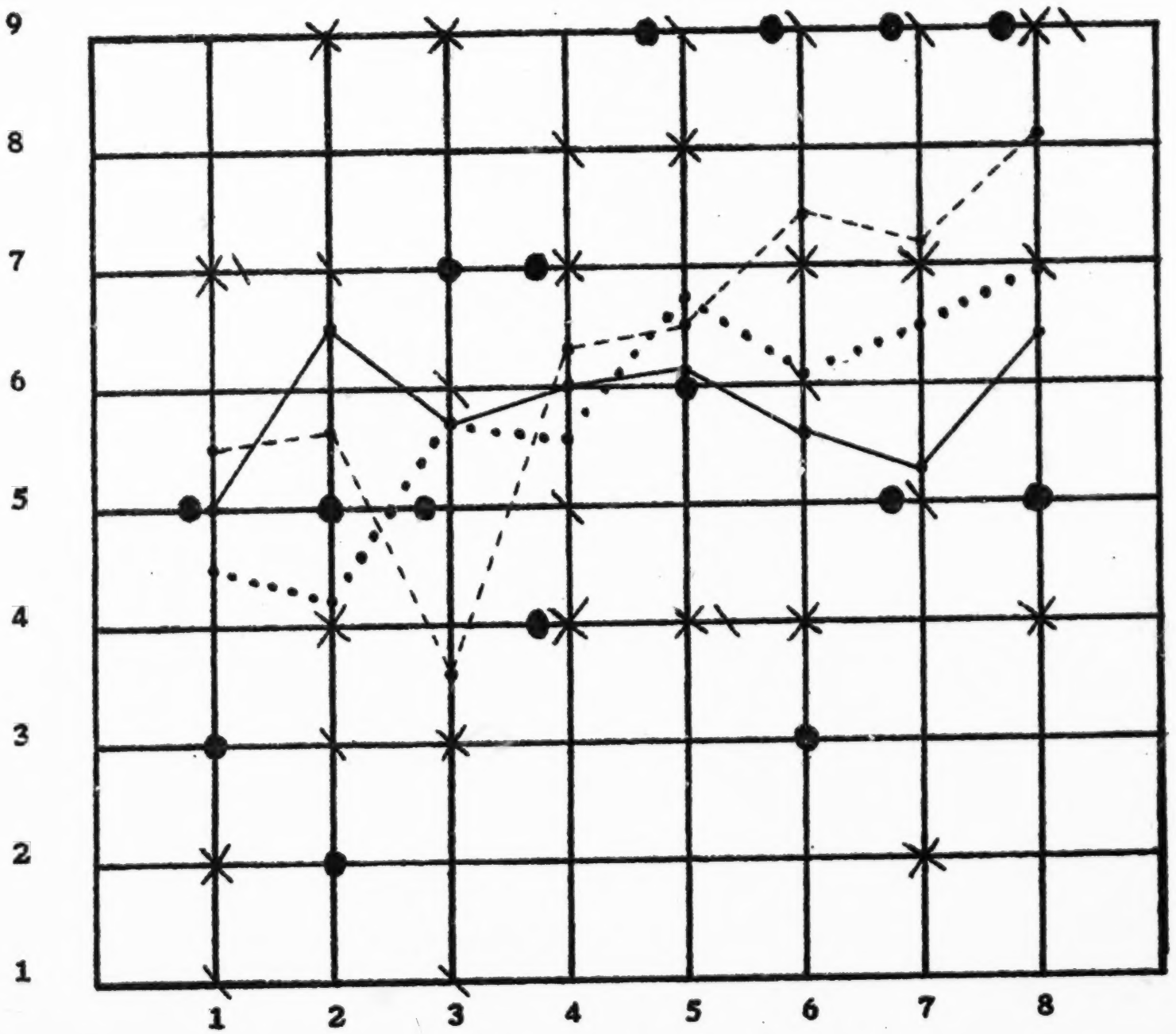
9. WERE DIFFERENT VIEWS LISTENED TO



10. WAS THE DISCUSSION CLOUD 9 OR GRASS ROOTS

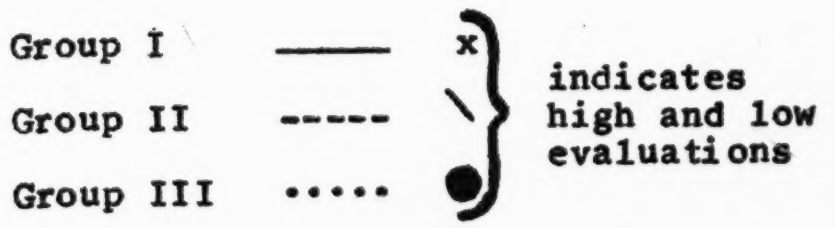


9 Grass Roots



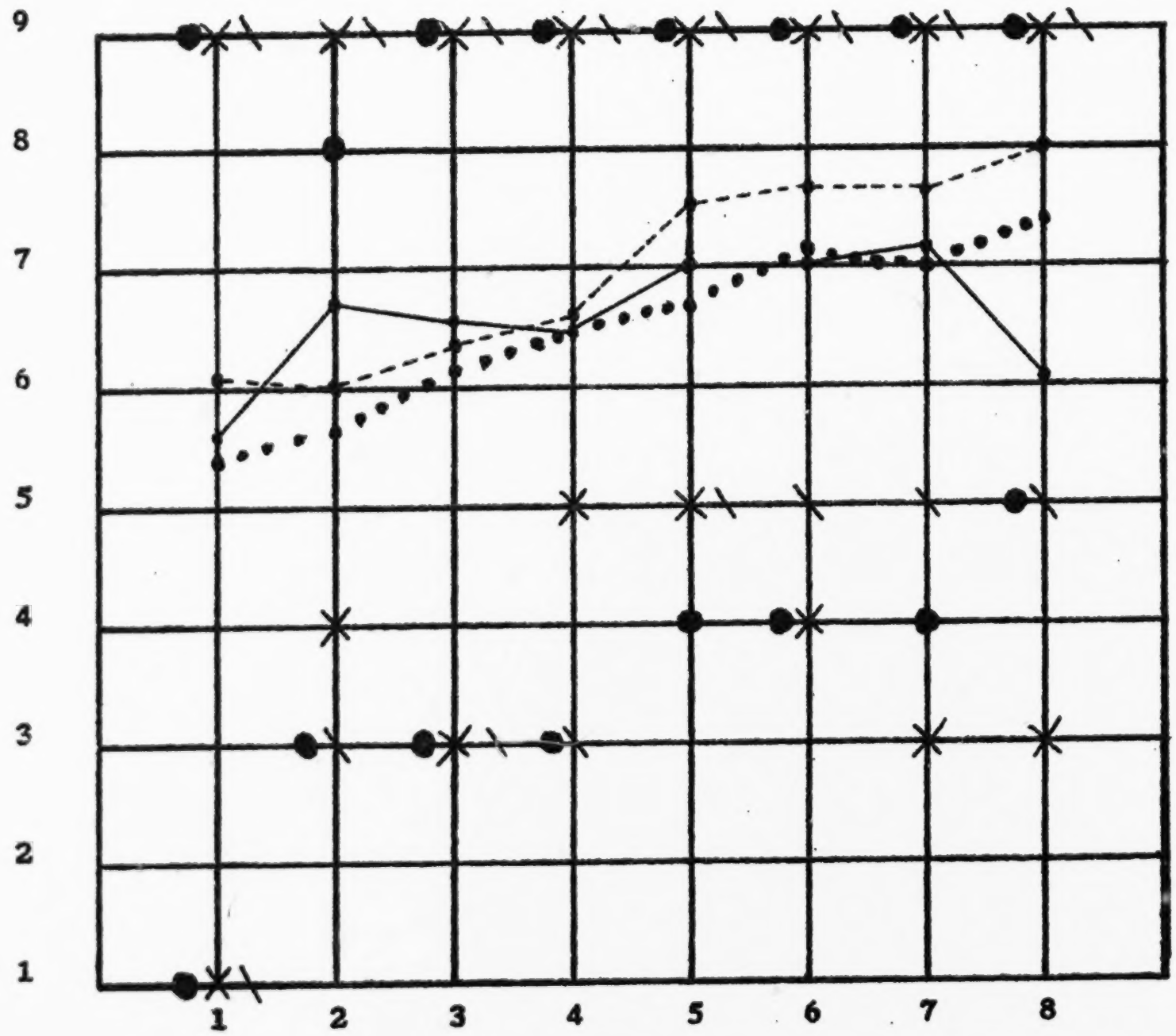
1 Cloud 9

11. WITH RESPECT TO LEVELING IN THE GROUP AS FAR AS I AM CONCERNED I AM



9 Leveling with the Group Completely

1 Completely Withholding Myself from the Group

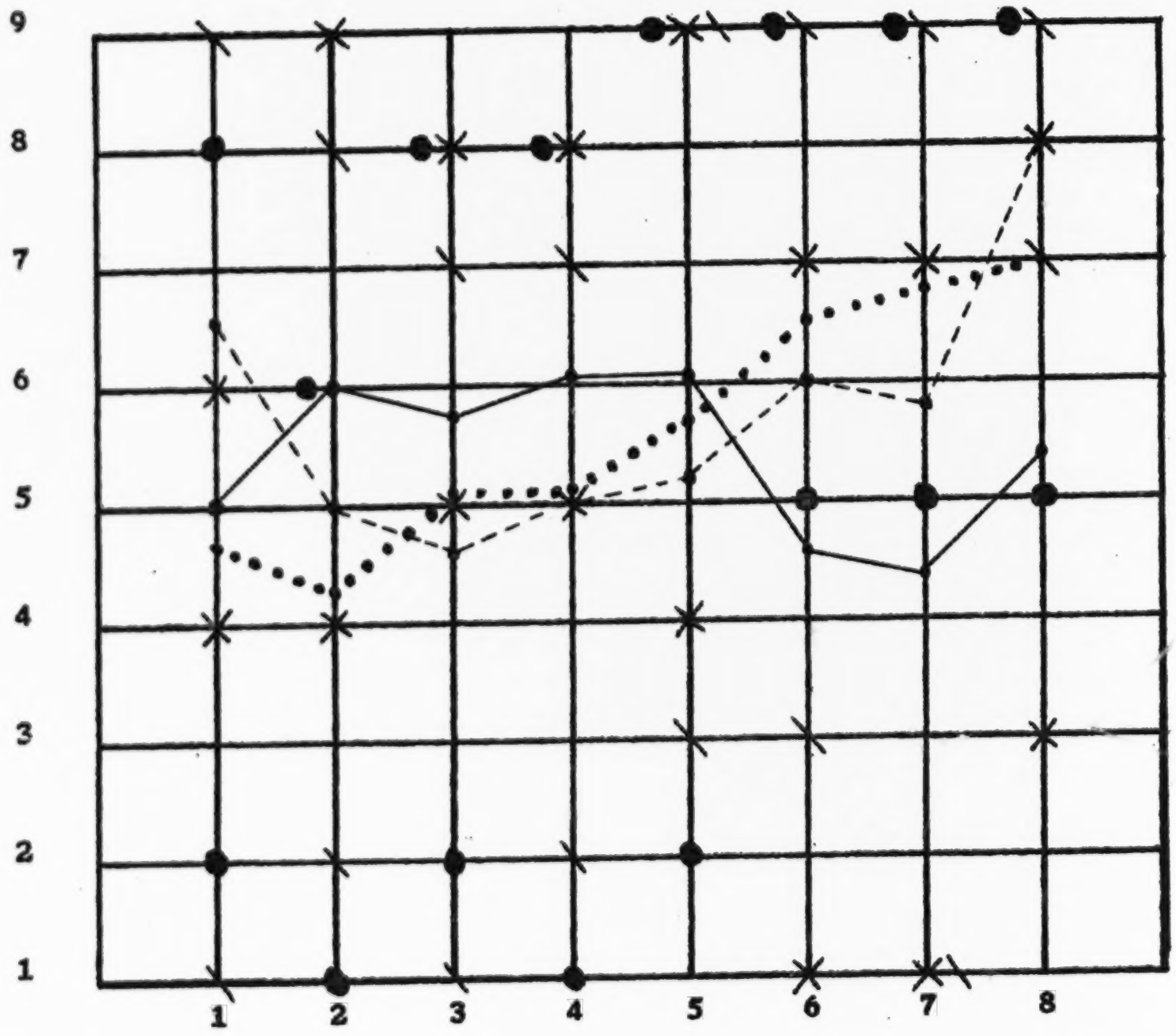


12. DID I GET HELP AS NEEDED

Group I ——— x
Group II ----- \
Group III ····· ●
} indicates high and low evaluations

9 Yes

1 No



APPENDIX D

End of Session Questionnaire

EVALUATION AND APPLICATION

Name _____ Date _____

INSTRUCTIONS: We would like to know: (A) what value this session of the Laboratory has been to you; (B) how you might be planning to make use of what you have learned here.

I. Please describe how this lab session affected you.

II. Will you please describe changes in the behavior of the group during the course of this session?

When you have answered questions I and II, please go back and indicate the one most important effect for each by underlining a word, phrase, or sentence.

III. How much do you think you may change as a result of attending this session?

None A Great Deal

1 2 3 4 5 6 7

IV. After you get back home, how do you think you might use what you have learned at this session?

V. How effective have the following parts of the Laboratory been in helping you learn something new?

1. T-Groups — No Good ——— Excellent

1 2 3 4 5 6 7

2. Theory Sessions — No Good ——— Excellent

1 2 3 4 5 6 7

3. Exercises — No Good ——— Excellent

1 2 3 4 5 6 7

4. Contact with others — No Good ——— Excellent

1 2 3 4 5 6 7

5. Any other aspect of lab (Please Specify) — No Good ——— Excellent

1 2 3 4 5 6 7

VI. How much do you think your experience in this session will affect the way in which you deal with other people?

None ——— A Great Deal

1 2 3 4 5 6 7

VII. As a total experience, how do you evaluate this session?

Waste of Time ——— Extremely Worthwhile

1 2 3 4 5 6 7

VIII. What did you dislike about this session?

IX. How might this session or future sessions be improved?

APPENDIX E

Ratings of Questions Three Five, Six and Seven

RATINGS OF QUESTIONS THREE, FIVE, SIX AND SEVEN

III How much have you changed as a result of attending this session?

	1	2	3	4	5	6	7
M-4.7	0	1	4	5	12	5	1

V How effective have the following parts of the Laboratory been in helping you learn something new?

1.T-Groups

	1	2	3	4	5	6	7
M-5.8	0	0	2	2	3	14	8

2. Theory Sessions

	1	2	3	4	5	6	7
M-5.2	0	1	0	5	10	10	3

3. Exercises

	1	2	3	4	5	6	7
M-4.9	0	2	0	10	6	7	3

4. Contact with others

	1	2	3	4	5	6	7
M-5.5	0	0	4	2	4	12	7

VI How much do you think your experience in this session will affect the way in which you deal with other people?

	1	2	3	4	5	6	7
M-5.1	0	1	3	2	9	10	2

VII As a total experience, how do you evaluate this session?

	1	2	3	4	5	6	7
M-5.8	0	1	1	2	3	14	7

APPENDIX F

Reactions of Participants to Session I

August 21 - August 25

REACTIONS OF PARTICIPANTS TO SESSION I

August 21 - August 25

I. PLEASE DESCRIBE HOW THIS LAB SESSION AFFECTED YOU.

1. I feel that I can go back to my district and be more effective. I believe I am much more aware of my weaknesses and strength.

2. Made me aware that people are real live persons and that I can look at them as having feelings as I have. That I can send out a warmth and feel it towards people.

3. When I decided to come to the lab, I really wasn't receptive to the idea. After the first three sessions, I still was not enthusiastic about the lab. However, something changed during the time and interest was aroused. The session just concluded with our home group was most gratifying and rewarding. This lab has been a help to me.

4. I have become much more able to understand myself and others. This has been a valuable and enriching experience. I am looking forward to further experiences that I will have at future sessions.

5. Made me more aware of individual differences and of my need to become aware of and react to these differences. Made me aware of masks behind which I tend to operate.

6. It definitely made me aware of many "little" things that might be observed in people. It has provided me with additional confidence to go back to work with my staff. I feel more capable of communicating with them. It has helped me to see that many problems I had were commonly shared by others.

7. It gave me the chance to really look at myself through other people. It affected me to the point that I want to make a few changes in myself. It gave me a much broader outlook on life because I feel I can tell a bit more about the feelings of people I work with.

8. It has caused me to look at others and myself from a different view point. I have learned to look at others to get an idea of myself. I have found that this is quite difficult, and sometimes impossible.

9. Many reactions, observations, and ideas evolved within my mind during the conference. I received much valuable information which will assist me in human relations.

10. I was made more conscious of my strengths and weaknesses. I leave the laboratory with a feeling of accomplishment so far as my own behavior is concerned.

11. The lab has given me insights in myself that were not evident to me. It has reinforced me and enlightened me to the fact that some of my own problems are pretty normal, because others share these.

12. I came out of curiosity and a desire to keep in the current of changing thought. Was ambivalent as to whether it really had something to offer but kept open mind. Felt rewarded for this after second day.

13. I feel I have a better insight of myself and zeroed in on some of my problems in dealing with staff.

14. Made me more aware of the people around me. I came to realize that traits about myself are (A) not necessarily faults or weaknesses (B) or qualities which are often found in others. People generally don't feel that certain characteristics indicate a real problem.

15. I felt that I was an active participant of the lab session and that as a result of this activeness I gained a greater insight into my future procedures in working with my fellow workers.

16. It has given me a better awareness of the things which I suspected were problems for me. By the way the group did a good job of uncovering these problems.

17. Mixed emotions.

18. It was a very impressive personal experience which was helpful in bringing out into the open certain personality traits which interfere with effective interaction with others. Some specific characteristics of my behavior which need to be changed or improved were brought further to my attention. Processes of leveling and being "open" and practicing giving feedback were most beneficial to me.

19. It made me more aware that people have feelings and they must be respected. I was able to better understand myself and how I relate to others.

20. I am still mixed about my own feelings; but it has pointed out some areas that will be of great value to me. As stated before I feel good but have not been able to describe the feelings inside me.

21. It was very trying at first but very revealing near the end.

22. It is difficult to express any feeling on how the various lab sessions affected me. I did enjoy the discussion when all the group participated.

23. Provided an opportunity for discussion among three administrators of the school.

24. Has supported some ideas of self. Has given new insight into other areas. Know how I appear (how others see me and my actions, thoughts, etc.) to others better. Helped me know my defenses. Developed some "whys" for my automatic actions.

25. I think I went through a cycle--arrived with much anticipation of benefits--found certain gratification at first; then I was beset with some confusion and lost interest; then interest was revived when it was evident that needs which I had were being met. I benefited from the sessions, think I contributed to them and am certain I will be much better because of my behavior.

26. It has produced a greater awareness, upon my part, of some definite aspects of my personality which were not necessarily "blind" but submerged. The sessions have given me much to think about. I only wish that I could experience the same situation with my principals. Definitely these sessions have [illegible]. I will long remember the days spent here.

27. It has made me more aware of myself, some of which has been reinforcing but other new insights have been disturbing to me.

28. Has given insight into the sensitivity of people. Motives are generally used to guard this sensitivity. When reacting with people it is most important to be aware of this. Briefly, lab has humanized me to a greater degree.

29. Brought me in touch with my own and others' feelings; increased my liking and respect for many--but also increased my awareness of "human loneliness."

II. WILL YOU PLEASE DESCRIBE CHANGES IN THE BEHAVIOR OF THE GROUP DURING THE COURSE OF THIS SESSION.

1. The group became freer, more at ease, freer exchange--easier to lift the "mask" a little more.

2. We wanted to help each other. Talked to each other with feeling and really listened to each other.

3. Our group has gone from a group wearing masks, deceptive and concealing, to a wide open group with no holds barred. It has alienated some people even to the point of participation. I believe some comments have hurt people, but have been good for them if they only realize they can change, or take a look at others' problems.

4. I think that we all became very aware of the fact the people are not the awesome individuals that we assume them to be irregardless of their position. The group upon realizing this became open, warm, and friendly. A very delightful situation develops in that you are provided with the opportunity to be yourself.

5. From unfriendly, hostile group to closely knit cooperative group. Gradual structure arrived but only after group inter and intra-action. Defenses and masks came down, piece by piece, and bit by bit until confidence and assurance was prevalent.

6. It was simply one of cautiousness to nearly complete openness--from suspicion to warmth.

7. I and they became much warmer toward each other. [illegible] they expressed our feelings much more toward ourselves and others. The group as a whole seemed to be able to tell and sense how people feel.

8. The group looked for a goal, which was never really put into words. However, as the sessions progressed, it reached a point where almost everyone was looking for help in finding themselves in relation to the others.

9. The members became more tolerant. They became more expressive. Respect and appreciation for the opposition seemed evident.

10. My observation showed the group moving slowly but progressively from curiosity to frustration to inhibition to concern to relief to satisfaction in problem solving.

11. The group demonstrated as being very closed and guarded for the first few sessions. I felt that the group of individuals moved into a close social group that could interact in a more open fashion.

12. At first, much skepticism, negativism, and sense of wasting time. An apparent period of incubation in which desultory or forced comments. Then, an opening and meaningfulness burst forth.

13. Some were very reluctant to view others let alone view themselves. During sessions this almost completely dissolved.

14. People became less reserved. They developed a fuller understanding of why people react as they do. As time went on there was less "pushing" to be friendly and warm and goals could be met more effectively.

15. The group started out without any direction of objectivity and as a result frustratingly sought a meaningful objective for several sessions. Gradually an emergence of the "here and now"--"self-expression" developed and as a result a very strong, warm, cohesiveness was evident at the termination.

16. The changes were not as great as the changes I hope to make. I might say I have changed my opinion on how and when I should evaluate or size up people.

17. As time went by, the group's feelings changed. The masks were off and on all during the session. Towards the end the group was accepting more feedback.

18. Most everyone in the T-group had a definite personal experience which made them more sensitive to group perceptions of them and aware of behavior traits in others. They learned to enhance expression of real feelings and to give helpful feedback to others. The ability to cope with an unstructured group situation showed slow, but definite, improvement over the four-day period.

19. Many of the members felt they were chosen to attend for a specific reason and resented being here. They expressed a somewhat different attitude as the session ended on Friday.

20. The change in the talkers and non-talkers, if nothing more than in me. Real friendship developing, interest in others, un-masking, and the group trying to help other members in the group with feelings.

21. They became more at ease as the week went on.

22. Became quieter and more agreeable as session continued. The group seemed to sense a feeling of frustration when the problems of the individual became too personal.

23. Some became more vocal, others less, and others did not display change.

24. It became a "group." Developed understandings of each other and my part in the group. The group became concerned about the individual members.

25. The group in which I participated had much of the same changes occur to it as experienced by me as an individual participant. Members seemed to arrive with expectation and anticipated immediate gratification. The group progressed rapidly--was open to a point almost immediately--then confusion and frustration as to outcomes came in and openness and progress took a moderate plunge. When clarification of purpose as well as moderate progress was sensed it soared to heightened productivity. Needs were adequately met.

26. I first detected a general uneasiness in the group that prevailed for several sessions. Many, including myself, had assumed a role of attack at times, thinking this was necessary for interaction. Dr. Watson's comments helped us begin to respond to each other in a more warm and supportive fashion. The final result in the group was as if the individuals could stay together for quite a while. Contact had been made. Hostility dissolved into empathy.

27. Our group seemed to contain much hostility. Members were generally critical. These traits tended to diminish, but I do not feel they were removed. The group continued to have difficulty expressing positive reinforcement. I am not sure of the effect of the dominating nature of one member other than we permitted to continue with little resistance.

28. Group moved from a structured, playful, guarded atmosphere to a more purposeful, serious, relaxed, and open one--quite natural behaviors became evident.

29. Having become more trusting of each other as human beings, we needed fewer defenses and thus came closer to one another--with a couple of exceptions--became aware of each others needs and could try to help fill these for one another as a group task.

WHEN YOU HAVE ANSWERED QUESTIONS I AND II, PLEASE GO BACK AND INDICATE THE ONE MOST IMPORTANT EFFECT FOR EACH BY UNDERLINING A WORD, PHRASE, OR SENTENCE.

IV. AFTER YOU GET BACK HOME, HOW DO YOU THINK YOU MIGHT USE WHAT YOU HAVE LEARNED AT THIS SESSION?

1. I feel I can use some of the techniques I learned in the T-group with other individuals or groups. I think I will listen more and try not to read my "ideas" or "throughts" into what they may be trying to say. Better able to accept an individual whose ideas may be quite different from mine.

2. (1) Listen to people. (2) Level with them. (3) Be supportive. (4) Look at them as equals.

3. I hope to be able to appreciate other people's problems and see them as they see them and not according to the way I see them. I hope to be able to let items that irritate me now, not be so prevalent in my thinking, just because they are being done. I believe I will be better able to understand people and will communicate more freely.

4. I hope to be able to take advantage of what I have learned about myself and others. I think what I have learned about myself is going to permit me to approach my job with a more confident attitude knowing that I have an ability to be more perceptive about those that I work with.

5. Certainly the three from our district will interact with a great deal more confidence and assurance. Our first session today was most revealing--felt we were pulling as a team for first time and could discuss issues and personalities without reservation. Amazing!

6. I hope to be more open in my comments to people, both above and below me. I want to be able to express my opinions toward decisions more freely and with more thought. I will give considerable attention to observing people as I communicate with them, attempting to gain some feedback from their reactions and/or mannerisms.

7. To work with my staff of teachers more easily. To work with other administrators in my district. To help in my work and contacts with parents.

8. In looking at members of the "home team" to determine what I am doing or feeling in terms of the others. There will be more time to meet with others, and more involvement in personal relationships with the others I work with so that there is an opportunity for us to get to each other.

9. (No Comment)

10. I think I will endeavor to remove the mask a little so that co-workers might better see me as I am so that they in turn will feel more willing to honestly share their feelings and concerns for the good of themselves and the group.

11. I feel that I will be able to level and express my own feelings with others. I will attempt to provide a climate that will be conducive to reinforcing a person's feelings that will help them remove their defenses. I will try this by lowering my own first to create equal status and more understanding.

12. To feel more patience in group situations that appear slow in getting off the ground. Again in a group to be less hasty in making generalizations about other people--give feedback of a positive nature to evoke more clearly the authentic nature.

13. Two avenues--one would be within the administrative hierarchy and the other in my relations with teachers on a one-to-one basis.

14. I <u>feel</u> that this is going to be a difficult task. I will have to devise ways to get others to assist in this process. Basically, it will be important for me to encourage others to drop some of their defenses and to show that I, too, will be less guarded and more open in our association. Certainly, I am more <u>aware</u> of the need to be as frank as possible with my associates.

15. In my meetings with my advisory council and administrative assistants, I will endeavor to at all times have a deeper understanding of the underlying emotional motivations of the individuals. This I hope will result in a continued cohesiveness of objectivity.

16. I think that I will begin to show concern for other people's feelings. I really feel I will become a better listener. I will begin to give support in ways other than being silent.

17. I'll be more sensitive to individual feelings and will be more aware of how I affect them by my own feelings and actions.

18. I shall strive to pay attention to the processes of leveling, dealing with my own and others' feelings, and giving feedback to others in more skillful ways where possible.

19. I will strive to be open when I conduct staff meetings and level with those whom I come in contact with from day to day. When people have feelings for or against an idea, I will try to have them describe or express their ideas before arriving at a decision.

20. (1) In teacher evaluation sessions on an individual and group meeting level. (2) To get staff members interested in other staff members. (3) To get some staff members interested in all children as having some worth.

21. By working with my staff. I now know some of my weaknesses and will try to overcome them as best I can. I will also be more apt to level with my groups.

22. By having sessions with my staff and an honest desire to review their opinions and judgment rather than simply tell them what to do.

23. I cannot foresee any application in my own school.

24. Through a better operating administrative staff. Using a greater potential of the total staff through better understanding of each other.

25. It seems to me I make an attempt to reason through the true reasons for my behavior instead of trying to cloak them as it was pointed out to me people are apt to do. It will become an increased feeling on my part that people are looking for help and it will be a responsibility of mine to attempt to help them--recognizing that frailities exist in them as well as in me and that perhaps by helping them I may also be helped. I shall attempt to reduce some of my defenses in order that those I come in contact will not feel as defenseless against me because it was pointed out that I can be controlling without warmth and I was not aware of possessing either trait.

26. Will attempt to perceive the needs of my immediate staff and teachers to a greater degree. I hope to establish a rapport with one of my principals which will lead to a change in both behaviors to the extent that an admission of the need for change can be brought forth. I intend to remember that often the behavior of others is really in the eye of the beholder. I can't quite give all these answers I would like to give to this question because I need more time to think over, alone, the results of these sessions.

27. I am sure several opportunities will occur in which my awareness of me will cause change in my behavior. Generally, I am presently convinced that if change is sought with teachers, it must be evident in the leadership. The sessions have drawn my attention to defense mechanisms and the right to privacy. With this knowledge, I hope to be able to understand teachers.

28. Will deliberate more before acting. Will not let disturbances influence the manner in which I react with others. Be corrective when occasion requires, however, retain friendliness toward individual. Will not cover mouth while I speak.

29. Listen more <u>honestly</u> to others and try to share my feelings and really be more cooperative in group efforts. Ask for and really encourage others' help in arriving at solutions, i.e., decisions in both staff and clinical meetings.